DOCUMENT RESUME

FL 000 974

ED 022 402

By-Kulakow, Allan M.

TO SPEAK AS EQUALS; LANGUAGE TRAINING IN THE PEACE CORPS 1961-68. PEACE CORPS FACULTY PAPER NUMBER 1.

Peace Corps (Dept. of State), Washington, D.C.

Pub Date 68

Note-12p.

Available from-Editor, Faculty Papers, Office of Public Affairs, Peace Corps, Washington, D.C. 20525 (limited).

EDRS Price MF-$0.25 HC-$0.56

Descriptors-AUDIOLINGUAL METHODS, CONVERSATIONAL LANGUAGE COURSES, COURSE CONTENT, *FEDERAL PROGRAMS, *INSTRUCTIONAL INNOVATION, INSTRUCTIONAL MATERIALS, *INTENSIVE LANGUAGE COURSES, LANGUAGE FLUENCY, LANGUAGE INSTRUCTION, LANGUAGE PROGRAMS, LANGUAGE RESEARCH, LANGUAGE TESTS, *MODERN LANGUAGES, SECOND LANGUAGE LEARNING, TEACHING TECHNIQUES, *UNCOMMONLY TAUGHT LANGUAGES

Identifiers-Modern Language Aptitude Test, *Peace Corps

Features of Peace Corps language training programs are described with special emphasis on new approaches. The structure of a typical, minimal 300-hour program (4-6 hours per day) is contrasted with a new and very intensive program of instruction 8 hours a day. The increased need for two-language programs is explained. All programs require administration of the Modern Language Aptitude Test and proficiency testing, and all depend on total language involvement. A discussion of the development of training materials includes the use of microwave materials. Teacher training, continued language study overseas, and language research are also briefly discussed. A list of languages taught concludes the paper. (AF)

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TO SPEAK AS EQUALS

Language Training in the Peace Corps 1961-68

FL 000 974 ED022402

Peace Corps Faculty Paper No. 1

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Allan Kulakow is Director of the Division of Language Training for the Peace Corps. A French major at the University of Wisconsin, he was elected to Phi Beta Kappa and received a Fulbright Grant for the study of contemporary French theater at the Universities of Toulouse and Paris. He was awarded a Ford Foundation Grant for study in the behavioral sciences while at Harvard University as a Teaching Fellow; he has an M.A. from that university in social anthropology. Mr. Kulakow worked four years as a scientific linguist in the French section of the Foreign Service Institute. He is co-author of French: Basic Course, published by the Foreign Service Institute, 1960.

TO SPEAK AS EQUALS

Allan M. Kulakow

In 1961 nine hundred and thirteen Peace Corps Volunteers learned fifteen different languages appropriate to their countries of assignment. By the end of 1968 the Peace Corps will have trained over fifty thousand Americans in one hundred and fifty languages as part of their preparation for service in sixty-five countries.[1]

Language instruction in the first few Peace Corps training programs was limited to about one hundred hours. The average achievement was low and inability to speak the host countries' languages well was a major problem.

Volunteers today receive a minimum of three hundred hours of language training in the standard twelve-week training program. The language training component in some programs has gone as high as five hundred and fifty hours. The quality of this intensive audio-lingual language instruction is indicated by some of its more publicized results.

Volunteers have achieved impressive proficiency in many languages which have never been taught before in America, some never before in any classroom in the world. They make headlines from time to time for their ability to conduct a ninety-minute television program in the Wolof language in Dakar or to address the Parliament of the Republic of Niger in Hausa or to serve as interpreter for President Johnson on Emperor Haile Selassie's visit to the United States. An even more dramatic achievement is represented by the large number of volunteers who have learned to speak more than one language fluently: French and Arabic in North Africa; Spanish and Guarani in Paraguay; Malay and Chinese in Borneo; Nepali and Boshpuri in Nepal, to name but a few instances.

These accomplishments reflect an ambitious national response to the obstacles to communication in international life. One basic characteristic of the "ugly American" is being erased by the Volunteer: he is no longer tongue-tied. Peace Corps Volunteers are trained to speak as equals with people throughout the world who remember too well the disdain and deprecation expressed in the linguistic ethno-centrism of the old colonial powers.

The relative success of Peace Corps language programs does not mean that the Peace Corps is satisfied or that all Volunteers arrive overseas truly fluent in the required languages. On the contrary, the majority of PCVs still go overseas with less than a comfortable working knowledge of the language. Nevertheless, according to a recent report by Dr. John Carroll, their oral proficiency compares remarkably well with that of language majors in their final year.[2]

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[1] A list of the languages and the countries in which they are used is given on page 12.

[2] *The Foreign Language Attainments of Language Majors in the Senior Year: A Survey Conducted in U.S. Colleges and Universities*, John B. Carroll, Principal Investigator, Laboratory for Research in Instruction, Graduate School of Education, Harvard University, Cambridge, Mass., 1967. For copies communicate with Dr. Carroll, Educational Testing Service, Princeton, N.J., 08540.

Structure of a Typical Program

Language training in the Peace Corps is basically an intensification of the audio-lingual method used by some public schools and universities. The minimum requirement has been three hundred hours of class contact in groups not to exceed six students. The program is directed by a language specialist experienced in this type of oral instruction. Only native speakers of the target language are hired as teachers — with the occasional exception of a former Peace Corps Volunteer (PCV) who is highly fluent in the language. The standard training program lasts twelve weeks except where two languages are required; in that case an additional month is usually scheduled.

Most Peace Corps training programs in recent years have required not only three hundred hours of language training and another one hundred and fifty hours of technical skill training, but also area studies, American government review, sensitivity training, practice teaching and medical and dental preparations. This heavy program allowed at the most four to six hours of language instruction per day with another four to six hours devoted to other elements of the program.

Stepped-up Intensity

In the summer and fall of 1967 the Peace Corps experimented with eight programs in accelerated, super-intensive instruction: three in Spanish, one in French, one in Afghan Farsi, one in Swahili and Luganda, one in Hindi and one in Sesotho. In these programs language instruction was given eight hours a day, six days a week for approximately *four weeks*. Supportive cultural activities were conducted in the evenings. The results in these programs exceeded all expectations. Fluencies were achieved which often took eight to twelve weeks to attain in the old four- to six-hour-a-day programs.

One of the important factors in the success of this "language saturation technique" was that it made possible earlier use of the language in active conversation. Some technical and area studies could be conducted in the language by the end of the first month which gave more motivation and a stronger reality content to all the language learning.

Perhaps the most amazing aspect of this high-intensity training was that the trainees liked it. They were enthusiastic. They derived great satisfaction from being able to see rapid, demonstrable progress.

The Peace Corps learned from these pilot programs that an eight-hour-a-day language program can be implemented on a large scale. What made it possible was the development of a daily training program which was not simply one hour after another of dialog and pattern drill.

More experimentation will be needed before a training model can be offered to other institutions with full confidence. However, a daily format used with success in three experimental programs provides for approximately two hours for introduction and drilling of new material, two hours of review (of previously practiced material), and four hours of "reality" activity such as culturally relevant role playing and "action scripts." Role playing requires that the trainee play the role of a host country national or of an American interacting with him in a situation drawn from real life. Action scripts require the trainee to perform a task in the classroom and to explain his actions. Because the task requires defined actions it provides practice in verb usage and specialized vocabulary. The daily schedule calls

for several breaks between classes and a long lunch period to allow relaxation. A few programs used language labs for a change of pace; one program even changed classroom locations three times a day. The important thing is to have a variety of interesting, relevant and pedagogically productive learning activities in a training environment that promotes use of the language outside of class in meaningful contexts.

Total Language Involvement

During the high-intensity language period every effort is made to conduct all activities in the target language. No English is spoken in class, in the dining room, or on the playing field. Trainees in a recent Swahili and Luganda language program observed this rule so rigorously that when the Deputy Director of the Peace Corps visited the program he was not permitted to eat in the dining room because he couldn't speak either language. He had to dine in a special room reserved for Washington monolinguals!

Although the eight pilot programs must be regarded as experimental, the results were sufficiently significant to justify a change in policy. The Director of the Peace Corps has made it general policy that all future training programs will start with one month of super-intensive language training followed by continued daily instruction of at least three hours a day for the eight remaining weeks of training for a total of no less than three hundred hours.

Oral Proficiency Testing

The Peace Corps is interested primarily in oral language skills and does not administer a test of reading unless requested by the Volunteer himself or the Peace Corps director of a particular country.

The Peace Corps uses the oral interview testing technique developed by the Foreign Service Institute. It is based on a five point rating scale with plus ratings allowed for more differentiated description. This scale measures absolute levels of communication, that is, the ability to use the language in practical situations.[3]

The FSI system was adopted by the Peace Corps because the typical academic letter or numerical grading scale did not simply measure the student's ability to communicate in the language but also reflected his attitude in class and other personality considerations. It was absolutely critical for the Peace Corps to be able to determine what was the oral proficiency of the Volunteer and what he could be expected to do with the language once overseas. Personality and general potential for successful performance as a Volunteer are measured by psychologists and other members of the training staff.

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[3] Unlike academic grades, which measure achievement in mastering the content of a prescribed course, the S-rating for speaking proficiency is based on the absolute criterion of the command of an educated native speaker of the language. The definition of each proficiency level has been worded so as to be applicable to every language; obviously the amount of time and training required to reach a certain level will vary widely from language to language. A person with S-3s in both French and Chinese, for example, should have approximately equal linguistic competence in the two languages. The following are short definitions of the ratings employed by the Peace Corps.

ELEMENTARY PROFICIENCY

S-1 Able to satisfy routine travel needs and minimum courtesy requirements.

S-1+ Exceeds S-1 primarily in vocabulary and thus able to meet more complex travel and courtesy requirements. *(Continued on page 6)*

All trainees who come with some prior proficiency in the language of instruction are given an oral interview test at the start of training. As a rule this happens only in the case of French or Spanish. Occasionally program directors request a mid-point rating as part of the mid-point selection review of a set of trainees. However, the main test is given at the end of training at which time a rating is assigned to all trainees.

There has been a measurable change in levels of achievement as reflected in the end-of-course tests over the last few years. Although more work is being done to develop a thoroughly reliable expectancy table, we have used the following average expected achievement standards for programs of approximately three hundred hours of class time:

	high aptitude	*average aptitude*	*low aptitude*
Spanish, French, Portuguese	2+	2	1+
Hindi	2	1+	1
Thai	1+	1	0+
Korean	1+	1	0+

These results are to be compared with the achievement levels of college language majors as reported by Dr. Carroll in the study referred to above. He used a sample of 2,784 college language majors in French, German, Spanish, Italian and Russian. Twenty-six hundred and four members of this sample of largely high aptitude people acquired the same level of oral proficiency (S-2) in four years of study as was achieved by comparable Peace Corps trainees in a four-week, high-intensity program.[4]

A point of further interest is whether such training builds a foundation for growth in mastery of the language. Peace Corps experience indicates that the sound structural framework acquired in training leads to remarkable progress in fluency once the Volunteer is overseas. (Vocabulary expands and fluency increases, but acquisition of grammatical structure tends to stop at the end of training.) The average level for Volunteers in Latin America after one year of service is about an S-2+, after two years they reach an average score of almost S-3+. There are Volunteers throughout the Peace Corps world with tested proficiencies of S-3 in such difficult languages as Thai,

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LIMITED WORKING PROFICIENCY

S-2 Able to satisfy routine social demands and limited work requirements with confidence but not with facility.

S-2+ Exceeds S-2 primarily in fluency and in either grammar or vocabulary.

MINIMUM PROFESSIONAL PROFICIENCY

S-3 Able to speak the language with sufficient structural accuracy and vocabulary to satisfy all normal social and work requirements and handle professional discussions within a special field.

S-3+ Exceeds an S-3 primarily in vocabulary and in fluency or grammar.

FULL PROFESSIONAL PROFICIENCY

S-4 Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can handle informal interpreting from and into the language.

S-4+ Should be considered as just short of an S-5.

NATIVE OR BILINGUAL PROFICIENCY

S-5 Speaking proficiency equivalent to that of an educated native speaker.

[4] *The Foreign Language Attainments of Language Majors in the Senior Year*, pp. 198-99.

Turkish, Wolof, Amharic. Many Volunteers have achieved even higher ratings in Nepali, Farsi, Malay, as well as in French, Spanish and Portuguese.

Volunteers are urged, sometimes required, to continue their language study overseas. In order to stimulate study and measure achievement all Volunteers are tested between their third and sixth month in a country and at the end of their two-year term of service. A certificate of proficiency is issued by the Peace Corps. All testing here and abroad is done by Foreign Service Institute linguists or by certified Peace Corps testers.

The MLAT

All prospective Peace Corps Volunteers are given the Modern Language Aptitude Test (MLAT) as part of the total process of application. This test, developed by Dr. Carroll at Harvard University, is used by the FSI, the Peace Corps and other government agencies to measure the language learning potential of their trainees. It has proved to be a very reliable predictor of oral language achievement.[5]

The MLAT score is used as an important criterion in the assignment of Volunteers to their country of service. Above average aptitude levels are significant factors when the language proficiency requirement is high in languages known to be particularly difficult for speakers of English or where working proficiencies in two languages are expected.

Two-language Programs

For several French-speaking African countries and for multilingual Latin American countries, PCVs are often required to speak two languages: French and Wolof (Senegal), French and Hausa (Niger), French and Arabic (Tunisia, Morocco), Spanish and Quechua (Peru, Bolivia), Spanish and Guarani (Paraguay), Spanish and Cakchiquel (Guatemala). The effectiveness of the Volunteer often depends on his ability to use both languages with equal facility.

It is an interesting fact that the demand for dual-language Volunteers is growing. One reason is that more and more Peace Corps programs are assigned to rural areas where the language of the former European colonial power was never widely known. And a growth of social-political sensitivity about language makes it mandatory to master the language of the local community.

It normally would not be considered sensible to try to teach two languages at the same time. Therefore, in programs requiring two languages the trainees are usually drawn from the pool of applicants who offer previous knowledge of French or Spanish. The trainees' proficiency in French or Spanish is first raised to the required level and then instruction in the second language is begun.

The development of high-intensity programs has made possible an accelerated approach to this problem. For example, at the Peace Corps training center in Baker, Louisiana, all PCVs destined for Francophone Africa start with one month of intensive French (unless they arrive with an S-3 level of proficiency). At the end of that month virtually every trainee has reached at least the S-2 level. The instruction in the second language starts at that moment. Most of the language teachers at this center are multi-lingual Africans who can teach French and one or more of the relevant African languages.

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[5] Further information regarding the MLAT can be obtained through the author, Dr. John Carroll, Educational Testing Service, Princeton, N. J. 08540.

Teacher Training

Peace Corps training programs as a rule hire only native speakers of the language to be taught. However, only a few of the several hundred teachers engaged annually by the Peace Corps have previous teaching experience in an oral-intensive language program. Many are familiar only with the traditional European grammar-oriented methodology and initially find the style of Peace Corps training difficult to accept.

Consequently, every Peace Corps training program schedules at least one week of intensive teacher training before the trainees arrive. The audio-lingual method is introduced by teaching the teachers a new foreign language. As the teachers are exposed for a few days to this intensive learning experience, they are made to reflect on the methodology of which they have been the "victims." This is followed by specific training in the techniques of presenting dialogs, structural drills, the careful stimulation of conversation, the problems of pronunciation and, above all, how to keep the language learning experience lively and enjoyable.

Development of Training Materials

During the past three years the Peace Corps has invested approximately one million dollars in new language texts. Virtually all of these materials present languages never before taught formally in this country. The texts were prepared by linguists with extensive experience in modern language teaching, but they were designed specifically for Peace Corps training. This latter fact has not prevented them from being useful outside of Peace Corps programs. Many have been employed by universities and other government agencies in their regular courses of instruction.

Nearly fifty universities have participated significantly in the development of these materials. The scope of the projects provided many scholars with the opportunity for field work and writing which was directly relevant to their own professional interests. Space does not permit a complete list of these joint projects. The following table covers only the two most recent academic years.[6]

Brigham Young University
- Cakchiquel
- Guarani
- Mam
- Samoan

Center for Applied Linguistics
- Baoule
- Basa
- Kikuyu
- Sesotho
- Wolof

Cornell University
- Waray-Waray

Dartmouth College
- Cabaris
- Fang
- Kotokoli
- Mina
- Yipounou

Foreign Service Institute
- Hindi (microwave)
- Luganda (microwave)
- Swahili (microwave)
- Programmatic Spanish

Howard University
- Libyan Arabic
- Tomchek

Michigan State
- Bini
- West African Pidgin

New York University
- Jamaican Creole

San Francisco State
- Bassa
- Grebo

[6] A catalog of all language materials developed in conjunction with Peace Corps programs is in preparation. Most of the materials are available from the cooperating university or the Educational Resources Information Center (ERIC).

Kissi
Kpelle
Kru
Loma
Mano
Vai

Syracuse University
Somali

University of Calif. at San Diego
Chinyanja
Tumbuka
Tswana

University of Hawaii
Fijian
9 languages of Micronesia
8 languages of Philippines

University of Indiana
Ewe
Fon
Djoula
Chadic Arabic
Moroccan Arabic
Tunisian Arabic
Caribbean Patois
Temne
(In cooperation with the Office of Education)

University of Texas
Afghan Farsi
Pashto

University of Utah
Amharic

University of Washington
Aymara
Quechua

Many university language department faculty members have had an opportunity to develop their teaching expertise by serving as leaders in Peace Corps training programs. Some have used this experience as a basis for adaptations of their teaching methods in their courses in the regular school curriculum. Dartmouth College represents one of the most dramatic examples.

This is the seventh year that Dartmouth has trained Peace Corps Volunteers. As one result of this experience, they have introduced into the regular curriculum intensive French and Spanish courses which call for fourteen hours of class work per week. Under this plan Dartmouth students are able to complete their language requirements in one or two trimesters at the most. In August 1968 Dartmouth plans to offer freshmen a one-month, high-intensity French language course. Such experiments are being watched with great interest.[7] Imagine the boon to language instruction if college students could learn to speak a language in four to six weeks well enough to begin literature courses!

No one has welcomed this massive involvement of the Peace Corps in language teaching more than those scholars who have labored for years in the face of the most limited interest in their "exotic" specialties. Today, under the impetus of Peace Corps requirements, hundreds instead of handfuls of students are studying these languages, and studying them with the intention of using them!

This interest does not evaporate upon completion of service. Scores of PCVs have returned to do graduate study in Linguistics, Foreign Languages and in the Teaching of English as a Foreign Language. For example, there are some twenty returned Volunteers doing graduate work in these fields at the University of Indiana this year. There are returned Volunteer contingents of various sizes at dozens of other major universities. The great asset which these Volunteers have, from the point of view of the university, is their prior speaking proficiency and extensive first-hand familiarity with the culture in which these languages are still living languages. A few have already begun to teach linguistics at the college level and some have written new language text materials.

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[7] Subsequent papers in this series will discuss in detail the Dartmouth experiment, materials development, teacher training, the MLAT and various other research projects.

Microwave Materials

One of the Peace Corps' major involvements in material development has been the support of the work of Dr. Earl Stevick of the Foreign Service Institute of the State Department. Dr. Stevick has pioneered the development of "microwave" materials. In essence, the microwave approach is based upon short, reality-oriented dialogs and exercises that deal with those basic structures of the language which are most essential to normal conversation.

Other Peace Corps language specialists have used this format to present a range of technical subjects. This approach has been so successful that all new texts for which the Peace Corps has contracted will utilize an approach based on the microwave principle.

The microwave materials represent a pedagogical departure from more conventional audio-lingual language texts which favored the high aptitude student and were most effective in long-term courses. The short, "micro" lessons (sometimes only twenty minutes long) can be absorbed at the learning pace of the student. He is not held up memorizing long dialogs or mastering grammatical structures not needed in order to make the language immediately usable in life conversations. At the same time, the faster student consumes the lessons rapidly with the same satisfaction and the reinforcement of immediate usefulness outside of class. The microwave text introduces all the needed structures of a language in a context of intensive concentration and of maximum relevance to his total situation as a Peace Corps trainee.

Continued Language Study Overseas

No Peace Corps language training program can provide full language competence for all Volunteers. Indeed, Volunteers do not always appreciate the need for high fluency in the language of the country in which they are to serve until they arrive there and start working. Some times Volunteers discover that they must learn an additional language in order to be truly effective in the community to which they have been assigned.

There can be no uniform solution to the problems of continuing instruction. Since the beginning of the Peace Corps, Volunteers have been allowed funds to hire local tutors for language lessons. But a shortage of teaching skills or good language texts has made these expensive efforts generally unsuccessful.

In a few countries the Peace Corps now has established language programs under the direction of full-time professional language specialists. These language officers are responsible for finding and training teachers in the communities where Volunteers live, arranging more organized and intensive language seminars during holiday periods, providing text materials and supervising testing. There are such full-time staff language officers in Nepal, India, the Philippines and Ceylon.

Steps are being taken also to develop effective in-country language programs in West Africa. The Center for Applied Linguistics has a contract with Peace Corps to provide a language director in Sierra Leone and one in Togo. They will work on the problem of helping Volunteers to learn the many local languages necessary but not taught to them before they leave for overseas.

In a few instances the language coordinator of the state-side training program has accompanied the Volunteers in country for three or four months to set up a continuing language training program. On occasion, young

linguists have been sent overseas to work with a Peace Corps program during the summer when intensive holiday language seminars could be organized.

Of course all language training programs attempt to teach Volunteers how to continue the study of a language on their own. These attempts have not been conspicuously successful thus far, but experiments are being made with new approaches. One of the more promising approaches is contained in a booklet entitled "Where Do I Go From Here?"[8] This guide was prepared by Dr. and Mrs. Charles Kraft of Michigan State University. It offers very detailed suggestions on working with native speakers of a language who have no experience in teaching, on how to work with unwritten languages and on how to write your own simple but effective lessons.

More attention is being given to the problem of teaching self-study techniques. However, we are concentrating at present on the development of organized in-country language programs as a more productive approach.

Language Research in the Peace Corps

The first major research on language learning in the Peace Corps was published in 1966 by Dr. John Carroll. "A Parametric Study of Language Learning in the Peace Corps" is a report on a sample of Volunteers in Latin America.[9]

Dr. Carroll measured the achievement of the language training prior to going overseas, the meaning of the levels of oral proficiency attained by the Volunteers for their job effectiveness, and made recommendations for improvements.

Dr. Carroll reported that all Volunteers in the group studied who went overseas with less than an S-2 level of proficiency in Spanish encountered serious difficulties on the job as a result. In fact, it took five to six months before they could begin to work effectively. Those Volunteers who had achieved an S-2 or higher before going overseas needed only one month after arriving to make the adjustment. Carroll therefore concluded that all Volunteers for Latin America should achieve a minimum working level of S-2 before going overseas. He suggested that this could be attained for all trainees with four hundred hours of language training. He also indicated that it was difficult for those Volunteers who had achieved less than an S-2 to continue their language study without professional help in country.

Carroll's report resulted in a serious effort to increase the number of hours of language training during the usual twelve-week training program. The problem of finding enough time for language instruction still remains, however, because of increased demand for better job skill development in the Volunteers. Several training programs last summer did reach four hundred hours of language training, but most could not. It is hoped that the new high-intensity approach will prove to be helpful in bridging this time requirement conflict by shortening the number of hours required to reach the S-2 level.

This year Dr. Alfred Fiks and Associates are studying all Peace Corps language data to provide a systematic descriptive study of all Peace Corps language programs and to analyze particularly the correlation of achievement levels, aptitudes and training techniques. The results will be published in the summer of 1968.

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[8] Published in 1966 by the Peace Corps.

[9] The Laboratory for Research in Instruction, Harvard University, Cambridge, Mass., 1966.

LANGUAGES TAUGHT BY PEACE CORPS 1961-1968

Afghanistan
Farsi (Afghan)
Pashto

Bolivia
Aymara
Quechua
Spanish

Botswana
Tswana

Brazil
Portuguese

British Honduras
Spanish
Caribbean Creole

Cameroon
Basa
Bula
Douala
Ewondo
French
Pidgin (Weskos)

Ceylon
Singhalese
Tamil

Chad
Arabic (Chadic)
Kanembu
Sara

Chile
Spanish

Colombia
Spanish

Costa Rica
Spanish

Cyprus[1]
Greek

Dahomey
Fon
French
Yoruba
Bariba

Dominican Republic
Spanish

Ecuador
Quechua
Spanish

El Salvador
Spanish

Ethiopia
Amharic
Tigrinya*

Fiji
Fijian
Hindi

Gabon[1]
Fang
French
Yipounou

Gambia
Fula
Mandingue

Ghana
Ewe
Ga
Hausa
Twi
Fante

Guatemala
Spanish
Mam
Cakchiquel

Guinea[1]
French
Fula
Susu

Guyana
Spanish

Honduras
Spanish

India
Bengali
Bihari
Hindi
Kannada
Malayalam
Marathi
Oriya
Punjabi
Tamil
Telegu

Indonesia[1]
Indonesian

Iran
Farsi (Iranian)

Ivory Coast
Baoule
Bete*
Dioula
French
Krio
Senotti
Yacouba*

Jamaica
Creole

Kenya
Kikuyu*
Luo*
Swahili

Lesotho
Sesotho

Liberia
Grebo
Kissi
Kpelle
Kru
Loma
Liberian English
Mano
Vai
Kran

Libya
Arabic (Libyan)

Malawi
Chinyanja
Tumbuka

Malaysia
Bahasa Malay
(Mainland)
Pizar Malay
(Sabah/Sarawak)
Iban*

Micronesia
Chamorro
Kusaie
Marshallese
Ponapean
Trukese
Trukese
(lagoon dialect)
Ulithi
Woleain
Yapese

Morocco
Arabic (Moroccan)
Berber*
French
Spanish*

Nepal
Bhojpuri*
Maithili*
Nepali
Tharu*

Niger
Djerma
French
Hausa
Kanouri
Tomacheck*

Nigeria
Bini
Efik
Hausa
Igbo
Pidgin
Yoruba

Pakistan[1]
Bengali
Pashto
Punjabi
Sindhi
Urdu

Panama
Spanish

Paraguay
Guarani
Spanish

Peru
Quechua
Spanish

Philippines
Aklanon*
Bicolano
Cebuano
Hiligaynon
Ilocano
Magindanao*
Maranao*
Pampagano
Pangasinan
Tagalog
Waray-Waray*
Zomboanguemo
(Chabacano)

Senegal
Fula
French
Toucouleur*
Wolof

Sierra Leone
Fula
Kissi*
Krio
Kuranko*
Limba*
Mende
Sherbro*
Susu
Temne
Yalunka*

Somali Republic
Italian
Somali

South Korea
Korean

Tanzania
Swahili

Thailand
Thai

Togo
Cabrais
Ewe
French
Kotokoli
Mina

Tonga
Tongan

Tunisia
Arabic (Tunisian)
French

Turkey
Turkish

Uganda
Luganda
Swahili
Luo*

Upper Volta
Bambara
Bobo*
Bisa
French
Gourmantche
More

Uruguay
Spanish

Venezuela
Spanish

Western Samoa
Samoan

Windward/Leeward Islands
Creole (French)

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[1]No longer a Peace Corps country

*Studied in the field only